

# Smart Kids Out of School

Inspection report for early years provision

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<b>Unique Reference Number</b>	218362
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Shirley Amanda Wilkes
<b>Setting Address</b>	St Michaels School, Weavers Lane, Stone, Staffordshire, ST15 8QB
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<b>Registered person</b>	Smart Kids Out of School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Smart Kids Out of School Club is privately owned and opened in 1997. It operates from a large classroom and hall in St Michael's Primary School in Stone, Staffordshire. A maximum of 50 children may attend the setting at any one time. It is open from Monday to Friday. Opening hours are from 07.30 to 09.00 and from 15.30 to 18.00 term time only. Children are able to attend for a variety of sessions. There is access to a safe and secure outside play area.

There are currently 120 children aged from three years to 11 years on roll. The club provides care for children attending the school and the local middle school.

Five staff regularly work with the children and a further two staff are available to cover if needed. More than half of the staff hold a suitable childcare qualification to level two or three.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, welcoming environment, where they learn the importance of simple good health and hygiene practices through daily routines. They understand, for example, the need to wash hands their before eating and after toileting to remove germs. All documentation which supports children's health is in place, for example, accident and medication records and consent to seek emergency medical advice or treatment.

Children's dietary needs are met well in partnership with parents. All needs are fully discussed and recorded and staff are fully aware of children's individual needs. Snacks provided offer healthy choices to the children, including fruit, toast and sandwiches. This helps children develop a positive attitude to healthy eating.

Children enjoy a balanced range of activities indoors and outdoors. They take part in physical activities using the playground and playing fields attached to the school. Children enjoy playing with the balls and using the wooden adventure play equipment. This encourages the children to develop control of their bodies and contribute to a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in clean and well-organised environment where risks to children are limited. Daily risk assessments are carried out, which ensure all areas and equipment are safe. Good security procedures are in place, for example, the classroom used for the main care has a door lock and a bell is used by parents and visitors to gain entry. Effective procedures for the collection of children help to ensure that children are kept safe and are not able to leave with persons not nominated by parents and cares. For example, all persons who are allowed to collect the children are listed by parents and carers on the individual children's admission forms and a password system is also used.

The staff ensure that the children are supervised at all times. Children's well-being and their understanding of keeping themselves safe is well promoted, for example, children know to ask before leaving the room to join children playing outdoors. Children know what to do in an emergency to keep safe. They recognise the sound of the fire bell and know to line up by the exit door and are aware of the assembly point in the playground.

Staff have a clear understanding of child protection issues and the correct procedures to follow for reporting concerns. The group has all the up-to-date information regarding child protection, for example, First Response leaflet. Consequently children's welfare is safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and secure in a welcoming environment. They enjoy their time at the out of school club where they can choose from a good and varied range of games and art and craft activities, for example, knitting and weaving. The children's confidence and independence is built upon by them being able to make their own decisions about their play and how they spend their time at the group, for example, the building of a tent for role play.

Children are supported by the staff who encourage the children to extend their experiences and are involved in listening and talking to them and joining in activities with them. They play co-operatively with their peers, for example, compiling a list of names and time slots for turns on the popular electronic games.

All children enjoy regular outside play which provides children with space to play team games, for example, football and to use the fixed wooden climbing equipment. They enjoy riding bicycles and scooters, all of which stimulates and encourages their physical development.

### **Helping children make a positive contribution**

The provision is good.

Children are recognised as individuals and their self-esteem is promoted by the staff offering lots of praise and encouragement. Children play together, showing concern for others, taking turns and sharing equipment. Clear behaviour boundaries are in place. Children are developing a sense of belonging as they are able to help out with tasks such as helping to tidy away after snack time. They are also encouraged to take part in activities for fundraising, for example, completing knitted squares to make a blanket to be raffled at the school summer fayre. Children are developing a satisfactory understanding of the wider world, the local community and its diversity through planned activities which reflect positive images. The setting is able to support children with learning difficulties and/or disabilities and staff have an appropriate understanding of how they can provide suitable care and ensure inclusion for all.

Good relationships with parents are promoted by them being able to access information from the notice board and information booklet about how the club is run and what the club has to offer. There is good communication between staff and parents. Staff are available to speak to parents daily, ensuring the needs of the children are met.

### **Organisation**

The organisation is good.

All policies and procedures are in place to promote the well-being of the children. Staff have a clear understanding of their roles and responsibilities. Staff organise space well to promote children's self-confidence and help them operate independently in the environment. Daily registers are maintained and the times of children's arrival and departure are recorded, but the registration system used does not detail the children who are expected to attend the club at each session, which compromises children safety.

There are clear systems in place for the recording of accidents and medication administered. All consent forms are in place, and are signed by parents. Children's records within the out of school club contain most of the information needed daily, however, not all contain emergency contact details. This compromises children's well-being in an emergency situation.

A staff register and a visitors book is maintained. The use of staff time is good, ensuring children's health, safety and enjoyment of the out of school club. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the group was asked to put in place clearly defined procedures that would be followed if a child was lost or not collected. They were also asked to improve the written

statement that provides details of the procedure to be followed if parents or carers have a complaint. They were also asked to include the contact details of the regulator and to ensure that all records relating to day care activities are readily accessible and available for inspection at all times. There are procedures now in place that would be followed if a child was lost or not collected and the complaints procedure, complete with regulator's contact details, is displayed for parents. All records were available for inspection, all of which ensures children's well-being.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve registration system to show children expected to attend
- ensure all children's records contain emergency contact details.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)